
South Dakota Alternate Academic Content and Achievement Standards

Writing Summary



Board Approved
November 19, 2007

Special Education Programs Mission Statement

Special Education Programs located in the South Dakota Department of Education advocates for the availability of the full range of personnel, programming, and placement options, including early intervention and transition services, required to assure that all individuals with disabilities are able to achieve maximum independence upon exiting from school.

KINDERGARTEN GRADE WRITING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can apply the writing process to compose text.

General Education Standards	Alternate Content Standards
K.W.1.1. (Application) Draw a picture and write a simple sentence about the picture.	K.A.W.1.1. (Knowledge) Trace a simple object, line, shape or letter.

Indicator 2: Students can apply Standard English conventions in their writing

General Education Standards	Alternate Content Standards
K.W.2.1.(Application) Write a simple sentence using a capital letter and phonetic spelling.	K.A.W.2.1. (Knowledge) Match a capital letter at the beginning of a simple sentence.
K.W.2.2. (Application) Write the letters that match sounds in words.	K.A.W.2.2. (Knowledge) Trace a letter with a writing utensil when presented with a model of the letter and its corresponding sound.
K.W.2.3.(Application) Write upper- and lower-case letters.	K.A.W.2.3. (Knowledge) Compose 5-10 uppercase letters of the alphabet.

South Dakota Kindergarten Grade Writing Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> Trace a simple object/shape and trace the label. Compose a capital letter at the beginning of a simple sentence. Compose a letter when presented with a model of the letter and its corresponding sound. Compose 13 uppercase letters of the alphabet with a model.
Applying	<ul style="list-style-type: none"> Trace a simple object, line, shape or letter. Match a capital letter at the beginning of a simple sentence. Trace a letter with a writing utensil when presented with a model of the letter and its corresponding sound. Compose 5-10 uppercase letters of the alphabet with a model.
Developing	<ul style="list-style-type: none"> Utilize a writing utensil to make marks. Trace a capital letter at the beginning of a simple sentence. Trace a letter with finger or object when presented with a model of the letter and its corresponding sound. Trace the uppercase letters of the alphabet.
Introducing	<ul style="list-style-type: none"> Grasp a writing utensil. Attend/respond to a capital letter at the beginning of a simple sentence. Trace a letter with finger or object when presented with a model of the letter and its corresponding sound with assistance. Respond and attend to representations of letters in the alphabet.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

FIRST GRADE WRITING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can apply the writing process to compose text.

General Education Standards	Alternate Content Standards
1.W.1.1(Application) Illustrate and write text to express thoughts and ideas.	1.A.W.1.1 (Knowledge) Trace a simple object/shape and trace the label.
1.W.1.2(Application) Include details in pictures and writing.	1.A.W.1.2 (Application) Complete a one-dimensional representation of a simple object by adding missing features.

Indicator 2: Students can apply Standard English conventions in their writing

General Education Standards	Alternate Content Standards
1.W.2.1 (Application) Write complete sentences using capital letters and periods.	1.A.W.2.1 (Knowledge) Trace a capital letter at the beginning of a simple sentence and a period at the end of the sentence.
1.W.2.2 (Application) Correctly spell three- and four-letter words and high-frequency words.	1.A.W.2.2 (Application) Compose a letter that matches a given sound/representation.
1.W.2.3(Application) Write legibly and space words within a sentence.	1.A.W.2.3 (Application) Compose the uppercase letters of the alphabet with the proper formation.

South Dakota First Grade Writing Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Create an approximation of a simple object/shape. • Create a one-dimensional representation. • Compose a capital letter at the beginning of a simple sentence and a period at the end of the sentence. • Construct an inventive spelling of a simple word. • Compose the upper and lower case letters of the alphabet with the proper formation.
Applying	<ul style="list-style-type: none"> • Trace a simple object/shape and trace the label. • Complete a one-dimensional representation of a simple object by adding missing features. • Trace a capital letter at the beginning of a simple sentence and a period at the end of the sentence. • Compose a letter that matches a given sound/representation. • Compose the uppercase letters of the alphabet with the proper formation.
Developing	<ul style="list-style-type: none"> • Trace a simple object, line, shape or letter. • Complete a representation using various art mediums. • Recognize a capital letter at the beginning of a simple sentence and a period at the end of the sentence.

	<ul style="list-style-type: none"> • Trace a three or four letter word. • Trace representations of uppercase letters of the alphabet.
Introducing	<ul style="list-style-type: none"> • Manipulate a writing utensil with assistance. • Participate in making a representation of a simple object with assistance. • Attend/respond to a capital letter at the beginning of a simple sentence and a period at the end of the sentence. • Attend/respond to representations/labels of three and four letter words. • Attend/respond to representations of uppercase letters of the alphabet.

Continuum of frequency, setting, and support.	
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3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
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SECOND GRADE WRITING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can apply the writing process to compose text.

General Education Standards	Alternate Content Standards
2.W.1.1 (Synthesis) Write three related sentences.	2.A.W.1.1 (Knowledge) Label a picture with a written approximation.
2.W.1.2 (Application) Write a friendly letter.	2.A.W.1.2 (Application) Sequence the letters of their name.
2.W.1.3 (Application) Write questions and statements.	2.A.W.1.3 (Knowledge) Trace a simple statement.

Indicator 2: Students can apply Standard English conventions in their writing.

General Education Standards	Alternate Content Standards
2.W.2.1 (Application) Use periods and question marks in writing and commas in the greeting and closing of a friendly letter.	2.A.W.2.1 (Comprehension) Insert a capital letter at the beginning of simple sentences and an ending punctuation mark at the end of the sentences (period or question mark) when presented with a friendly letter.
2.W.2.2 (Application) Capitalize proper names, days of the week, and months of the year when writing.	2.A.W.2.2 (Application) Compose their name with a capital letter.
2.W.2.3 (Application) Spell high-frequency words as well as words with phonetic elements.	2.A.W.2.3 (Application) Construct an inventive spelling of a simple word.
2.W.2.4 (Application) Form letters accurately, and space words and sentences correctly.	2.A.W.2.4 (Application) Compose the uppercase and lowercase letters of the alphabet with the proper formation.

South Dakota Second Grade Writing Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Compose a simple descriptive phrase about a familiar object. • Compose their name. • Compose an approximation of a simple statement. • Compose a capital letter at the beginning of simple sentences, an ending punctuation mark at the end of the sentences (period or question mark), and a comma after the greeting and closing when presented with a friendly letter. • Identify that names of people begin with a capital letter. • Compose three or four letter words phonetically and with proper formation. • Demonstrate correct spacing between letters and words in simple sentences.
Applying	<ul style="list-style-type: none"> • Label a picture with a written approximation. • Sequence the letters of their name. • Trace a simple statement.

	<ul style="list-style-type: none"> • Insert a capital letter at the beginning of simple sentences and an ending punctuation mark at the end of the sentences (period or question mark) when presented with a friendly letter. • Compose their name with a capital letter. • Construct an inventive spelling of a simple word. • Compose the uppercase and lowercase letters of the alphabet with the proper formation.
Developing	<ul style="list-style-type: none"> • Trace a label of a given object/shape. • Compose name using template. • Trace a word to complete a statement. • Trace a capital letter at the beginning of simple sentences and an ending punctuation mark at the end of the sentences (period or question mark) when presented with a friendly letter. • Trace a model of their name with correct placement of capital and lowercase letters. • Compose a letter for a given sound/representation. • Trace a representation of upper and lower case letters of the alphabet.
Introducing	<ul style="list-style-type: none"> • Demonstrate simple writing movements. • Recognize a representation of their name. • Use an adaptive device to create a programmed statement. • Attend/respond to capital letters at the beginning of simple sentences and an ending punctuation mark at the end of the sentences (period or question mark) when presented with a friendly letter. • Produce a representation of their name. • Attend/respond to a written word paired with a representation. • Attend/respond to a representations of upper and lowercase letters.

Continuum of frequency, setting, and support.	
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1	Students attempt to demonstrate knowledge and skills once in one setting with support.

THIRD GRADE WRITING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can apply the writing process to compose text.

General Education Standards	Alternate Content Standards
3.W.1.1.(Knowledge) Write statements, questions, commands, and exclamations.	3.A.W.1.1.(Knowledge) Compose a statement.
3.W.1.2.(Application) Identify a topic sentence, supporting details, and a conclusion in a paragraph.	3.A.W.1.2.(Knowledge) Identify a topic sentence in a paragraph.
3.W.1.3. (Application) Write a paragraph using supporting details.	3.A.W.1.3.(Knowledge) Match a supporting detail when provided with a topic sentence.
3.W.1.4.(Application) Write a friendly letter, thank you notes, and invitations.	3.A.W.1.4.(Knowledge) Copy a thank you note.

Indicator 2: Students can apply Standard English conventions in their writing.

General Education Standards	Alternate Content Standards
3.W.2.1.(Knowledge) Capitalize geographical names, holidays, special events, titles of books and stories, and titles of people.	3.A.W.2.1.(Knowledge) Capitalize the first letter of names.
3.W.2.2.(Application) Use commas when writing dates, city and state, and items in a series.	3.A.W.2.2.(Knowledge) Identify commas in dates and between city and state..
3.W.2.3.(Application) Write in manuscript and/or cursive with proper spacing of words and sentences.	3.A.W.2.3.(Application) Write their name with proper spacing.
3.W.2.4.(Application) Identify and incorporate interjections in the writing process.	3.A.W.2.4.(Knowledge) Identify interjections.

South Dakota Third Grade Writing Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Compose a statement and a question. • Identify a topic sentence and one detail in a paragraph. • Compose a supporting details when provided with a topic sentence. • Compose a one line thank-you note. • Capitalize the first letter of names and titles of people. • Compose commas in dates, cities and states. • Compose a simple sentence with proper spacing. • Compose a simple sentence with interjections.

Applying	<ul style="list-style-type: none"> • Compose a statement. • Identify a topic sentence in a paragraph. • Match a supporting detail when provided with a topic sentence. • Copy a thank-you note. • Capitalize the first letter of names. • Identify commas in dates and between city and state. • Compose their name with proper spacing. • Identify interjections.
Developing	<ul style="list-style-type: none"> • Match statements and questions. • Match a topic sentence to a representation. • Match a simple sentence. • Fill in a blank on a thank-you note. • Identify the capital letters in first/last names. • Identify a comma. • Identify their name written with correct spacing. • Imitate an emotion.
Introducing	<ul style="list-style-type: none"> • Attend to presentation on the difference between a statement and a question. • Attend/respond to presentation on a topic sentence. • Attend/respond to presentation on simple sentences. • Attend/respond to presentation on thank-you note. • Engage in activities with capital letters. • Attend to/respond to presentation on commas. • Attend to/respond to their written name. • Attend to/respond to activities on emotion.

Continuum of frequency, setting, and support.	
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2	Students demonstrate knowledge and skills once in one setting with minimal support.
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FOURTH GRADE WRITING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can apply the writing process to compose text.

General Education Standards	Alternate Content Standards
4.W.1.1.(Synthesis) Express ideas, personal thoughts, and observations in response to literature	4.A.W.1.1.(Application) Express personal thoughts in response to literature.
4.W.1.2.(Synthesis) Create sentences using words that describe, explain, or provide additional details and connections.	4.A.W.1.2.(Application) Create a list of descriptive words related to a presented picture or representation of a topic.
4.W.1.3.(Synthesis) Compose a paragraph with a topic sentence, supporting details, and a conclusion.	4.A.W.1.3.(Application) Compose a topic sentence when given supporting details.

Indicator 2: Students can apply Standard English conventions in their writing.

General Education Standards	Alternate Content Standards
4.W.2.1.(Application) Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.	4.A.W.2.1.(Application) Capitalize published titles.
4.W.2.2.(Application) Identify and incorporate nouns in the writing process.	4.A.W.2.2.(Knowledge) Identify a noun.

South Dakota Fourth Grade Writing Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> Express ideas in response to literature. Compose a sentence with descriptive words. Produce a topic sentence and one supporting detail. Capitalize published titles and personal titles. Use a noun in their writing.
Applying	<ul style="list-style-type: none"> Express personal thoughts in response to literature. Create a list of descriptive words related to a presented picture or representation of a topic. Compose a topic sentence when given supporting details. Capitalize published titles. Identify a noun.
Developing	<ul style="list-style-type: none"> Express a personal thought on a familiar subject. Choose a descriptive word from a list of words. Match a topic sentence and a supporting detail. Match capitalized published titles. Match/sort nouns.

Introducing	<ul style="list-style-type: none"> • Attend/respond to literature. • Attend/respond to representations of descriptive words. • Attend/respond to presentation on topic sentence and supporting details. • Participate in activities involving capitalization. • Participate in noun activities.
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FIFTH GRADE WRITING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can apply the writing process to compose text.

General Education Standards	Alternate Content Standards
5.W.1.1.(Application) Compose narrative and descriptive text of one paragraph.	5.A.W.1.1.(Application) Compose descriptive or narrative text of two sentences.
5.W.1.2. (Synthesis) Express ideas; reflect on personal thoughts, opinions, and observations; and respond to literature through writing.	5.A.W.1.2.(Application) Express thoughts and ideas through writing.

Indicator 2: Students can apply Standard English conventions in their writing.

General Education Standards	Alternate Content Standards
5.W.2.1.(Application) Punctuate and capitalize text including dialogue.	5.A.W.2.1.(Comprehension) Differentiate between correct and incorrect capitalization and end punctuation.
5.W.2.2.(Synthesis) Identify and incorporate verbs in the writing process.	5.A.W.2.2.(Knowledge) Identify action verbs in a sentence.

South Dakota Fifth Grade Writing Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Compose descriptive or narrative text of three or more sentences. • Express thoughts, ideas and observations through writing. • Utilize correct capitalization and punctuation conventions. • Utilize an action verb in a sentence.
Applying	<ul style="list-style-type: none"> • Compose descriptive or narrative text of two sentences. • Express thoughts and ideas through writing. • Differentiate between correct and incorrect capitalization and end punctuation. • Identify action verbs in a sentence.
Developing	<ul style="list-style-type: none"> • Compose a descriptive phrase or sentence. • List ideas. • Recognize capital letters and end punctuation. • Recognize action verbs in a sentence.
Introducing	<ul style="list-style-type: none"> • Attend/respond to descriptive phrases/words. • Attend/respond to written thoughts. • Attend/responds to capital letters and end punctuation. • Attend/respond to an action verb in a sentence.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.

3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

SIXTH GRADE WRITING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can apply the writing process to compose text.

General Education Standards	Alternate Content Standards
6.W.1.1.(Synthesis) Compose narrative and descriptive text of three paragraphs.	6.A.W.1.1.(Application) Compose a narrative or descriptive sentence.
6.W.1.2. (Evaluation) Revise the organization in narrative and descriptive writing.	6.A.W.1.2.(Knowledge) Identify descriptive/narrative writing for two or more sentences.
6.W.1.3.(Application) Identify purpose and audience in writing.	6.A.W.1.3.(Knowledge) Identify purpose in writing.
6.W.1.4.(Application) Summarize information from references to compose text.	6.A.W.1.4.(Comprehension) Restate information from a reference source.

Indicator 2: Students can apply Standard English conventions in their writing.

General Education Standards	Alternate Content Standards
6.W.2.1.(Application) Edit text for subject-verb agreement.	6.A.W.2.1.(Knowledge) Identify correct subject-verb agreement in a sentence.
6.W.2.2.(Application) Identify and incorporate pronouns in the writing process.	6.A.W.2.2.(Knowledge) Identify pronouns in a sentence.

South Dakota Sixth Grade Writing Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Compose narrative or descriptive text of one paragraph. • Edit descriptive/narrative writing of two or more sentences. • Identify purpose and audience in writing. • Utilize information from a reference source. • Utilize correct subject-verb agreement in two or more sentences. • Utilize pronouns in two or more sentences.
Applying	<ul style="list-style-type: none"> • Compose a narrative or descriptive sentence. • Identify descriptive/narrative writing for two or more sentences. • Identify purpose in writing. • Restate information from a reference source. • Identify correct subject-verb agreement in a sentence. • Identify pronouns in a sentence.
Developing	<ul style="list-style-type: none"> • Match a narrative phrase or sentence. • Identify descriptive/narrative writing in one sentence. • Match purpose to text/representation. • Recognize information from a reference source. • Match subject-verb agreement in a phrase/sentence. • Match pronoun in a sentence.

Introducing	<ul style="list-style-type: none"> • Attend/respond to narrative or descriptive text. • Attend/respond to writing with picture symbols. • Attend/respond to purpose in writing. • Attend/respond to information in a reference source. • Attend/respond to subject-verb agreement in a sentence. • Attend/respond to pronouns in a sentence.
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Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
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SEVENTH GRADE WRITING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can apply the writing process to compose text.

General Education Standards	Alternate Content Standards
7.W.1.1.(Synthesis) Compose expository and persuasive text of three paragraphs.	7.A.W.1.1.(Application) Compose expository and persuasive text.
7.W.1.2.(Evaluation) Revise word choice in writing.	7.A.W.1.2.(Application) Determine word choice in writing.
7.W.1.3.(Evaluation) Select language and style for writing.	7.A.W.1.3.(Application) Choose language and style for writing.
7.W.1.4.(Synthesis) Summarize and paraphrase information from references to compose text.	7.A.W.1.4.(Application) Summarize information from one reference to compose text.

Indicator 2: Students can apply Standard English conventions in their writing.

General Education Standards	Alternate Content Standards
7.W.2.1.(Application) Edit text for verb tense agreement.	7.A.W.2.1.(Knowledge) Identify verb tense agreement in isolated sentences.
7.W.2.2.(Application) Identify and incorporate adjectives in the writing process.	7.A.W.2.2.(Application) Compose a sentence using at least one adjective.

South Dakota Seventh Grade Writing Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Compose an expository and persuasive paragraph. • Use word choice in writing. • Imitate language and style for writing. • Summarize information from two or more references to compose text. • Correct verb tense agreement in a paragraph. • Compose two to three sentences using multiple adjectives.
Applying	<ul style="list-style-type: none"> • Compose expository and persuasive text. • Determine word choice in writing. • Choose language and style for writing. • Summarize information from one reference to compose text. • Identify verb tense agreement in isolated sentences. • Compose a sentence using at least one adjective.
Developing	<ul style="list-style-type: none"> • Recognize expository and persuasive text. • Recognize word choice in expository writing. • Recognize language and style for writing. • Select information from references to compose text. • Recognize present, past, and future tense. • Identify adjectives in isolated sentences.

Introducing	<ul style="list-style-type: none"> • Attend/respond to expository and persuasive text. • Attend/respond to word choice in expository writing. • Attend/respond to language and style for writing. • Attend/respond to information from references. • Attend/respond to text listening for verb tense agreement. • Attend/respond to a sentence using at least one adjective.
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Continuum of frequency, setting, and support.	
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EIGHTH GRADE WRITING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can apply the writing process to compose text.

General Education Standards	Alternate Content Standards
8.W.1.1.(Synthesis) Compose narrative, descriptive, expository, and persuasive text of five paragraphs.	8.A.W.1.1.(Application) Compose narrative, descriptive, expository, and persuasive text.
8.W.1.2.(Evaluation) Revise writing for ideas and content.	8.A.W.1.2.(Application) Compose for ideas and content.
8.W.1.3.(Synthesis) Compose text using information from multiple sources to support a topic.	8.A.W.1.3.(Application) Compose text using information from at least two sources to support a topic.

Indicator 2: Students can apply Standard English conventions in their writing.

General Education Standards	Alternate Content Standards
8.W.2.1.(Application) Edit text for run-on sentences and fragments.	8.A.W.2.1.(Knowledge) Recognize run-on sentences and fragments in a paragraph.
8.W.2.2.(Application) Identify and incorporate adverbs in the writing process.	8.A.W.2.2.(Application) Compose a sentence using at least one adverb.

South Dakota Eighth Grade Writing Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Compose narrative, descriptive, expository, and persuasive text of two to three sentences. • Expand writing for ideas and content. • Compose text using information from at least three sources to support a topic. • Correct run-on sentences and fragments in a paragraph. • Compose a paragraph using multiple adverbs.
Applying	<ul style="list-style-type: none"> • Compose narrative, descriptive, expository, and persuasive text. • Compose for ideas and content. • Compose text using information from at least two sources to support a topic. • Recognize run-on sentences and fragments in a paragraph. • Compose a sentence using at least one adverb.
Developing	<ul style="list-style-type: none"> • Recognize narrative, descriptive, expository, and persuasive text. • Practice writing for ideas and content. • Compose text using information from at least one source to support a topic. • Identify run-on sentences and fragments in isolation. • Identify adverbs in isolated sentences.

Introducing	<ul style="list-style-type: none"> • Attend/respond to narrative, descriptive, expository, and persuasive text. • Attend/respond to writing, listening for ideas and content. • Attend/respond to text using information from at least two sources to support a topic. • Attend/respond to run-on sentences and fragments. • Attend/respond to a sentence using at least one adverb.
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NINTH GRADE WRITING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can apply the writing process to compose text.

General Education Standards	Alternate Content Standards
9.W.1.1.(Synthesis) Write a thesis statement for an expository or persuasive document.	9.A.W.1.1.(Application) Compose a topic statement for an expository or persuasive document.
9.W.1.2.(Evaluation) Revise a document for sentence fluency.	9.A.W.1.2.(Application) Revise sentences for fluency.
9.W.1.3.(Synthesis) Write an informational document using primary and secondary sources that are listed on a reference page.	9.A.W.1.3.(Synthesis) Compose an informational text using at least two sources that are listed on a reference page.

Indicator 2: Students can apply Standard English conventions in their writing.

General Education Standards	Alternate Content Standards
9.W.2.1.(Application) Revise text for the correct use of phrases.	9.A.W.2.1.(Application) Compose a prepositional phrase.
9.W.2.2.(Application) Identify and incorporate prepositional phrases in the writing process.	INCORPORATED

South Dakota Ninth Grade Writing Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> Revise a topic statement for an expository or persuasive document. Edit a paragraph for sentence fluency. Compose an informational document using at least three sources that are listed on a reference page. Compose a sentence with a prepositional phrase.
Applying	<ul style="list-style-type: none"> Compose a topic statement for an expository or persuasive document. Revise sentences for fluency. Compose an informational document using at least two sources that are listed on a reference page. Compose a prepositional phrase.
Developing	<ul style="list-style-type: none"> Recognize a topic statement for an expository or persuasive document. Identify fluent sentences. Compose a sentence using at least one source that is listed on a reference page. Recognize a prepositional phrase.
Introducing	<ul style="list-style-type: none"> Attend/respond to a topic statement for an expository or persuasive document. Attend/respond to fluency. Attend/respond to an informational document using at least two sources that are listed on a reference page. Attend/respond to a prepositional phrase.

Continuum of frequency, setting, and support.	
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TENTH GRADE WRITING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can apply the writing process to compose text.

General Education Standards	Alternate Content Standards
10.W.1.1.(Synthesis) Write text using problem/solution and cause/effect organizational patterns.	10.A.W.1.1.(Application) Compose at least two sentences using problem/solution or cause/effect organizational patterns.
10.W.1.2.(Evaluation) Revise a document for voice.	10.A.W.1.2.(Application) Use consistent voice in writing.
10.W.1.3.(Synthesis) Write a research document that cites sources to support a thesis.	10.A.W.1.3.(Application) Compose at least one paragraph that cites at least two sources.

Indicator 2: Students can apply Standard English conventions in their writing

General Education Standards	Alternate Content Standards
10.W.2.1.(Application) Edit text for the correct use of active and passive voice.	10.A.W.2.1. (Knowledge) Identify active voice.
10.W.2.2.(Evaluation) Edit text for the correct use of pronouns and pronoun case.	10.A.W.2.2.(Knowledge) Identify correct pronoun usage.
10.W.2.3.(Evaluation) Edit text for the correct use of quotation marks and italics for quoted material, titles, emphasized words, and dialogue.	10.A.W.2.3. (Application) Use quotation marks in dialogue.
10.W.2.4.(Application) Identify and incorporate conjunctions in the writing process.	10.A.W.2.4. (Application) Use conjunctions in the writing process.

South Dakota Tenth Grade Writing Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Compose text using problem/solution or cause/effect organizational patterns of at least two paragraphs. • Choose voice in writing. • Compose a research document that cites two or more sources. • Compose a sentence using active voice. • Compose a sentence using pronouns. • Compose a sentence using quotation marks in dialogue. • Compose a sentence using conjunctions in the writing process.
Applying	<ul style="list-style-type: none"> • Compose at least two sentences using problem/solution or cause/effect organizational patterns. • Use consistent voice in writing. • Compose at least one paragraph that cites at least two sources. • Identify active voice.

	<ul style="list-style-type: none"> • Identify correct pronoun usage. • Use quotation marks in dialogue. • Use conjunctions in the writing process.
Developing	<ul style="list-style-type: none"> • Recognize text using problem/solution or cause/effect organizational patterns. • Recognize voice in writing. • With a model, compose at least one paragraph that cites at least one source. • Recognize active voice. • Recognize correct pronoun usage. • Recognize the correct use of quotation marks in dialogue. • Recognize conjunctions in the writing process.
Introducing	<ul style="list-style-type: none"> • Attend/respond to text using problem/solution or cause/effect organizational patterns. • Attend/respond to voice in writing. • Attend/respond to at least one paragraph that cites two sources. • Attend/respond to active voice. • Attend/respond to pronouns. • Attend/respond to the correct use of quotation marks in dialogue. • Attend/respond to conjunctions in the writing process.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

ELEVENTH GRADE WRITING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can apply the writing process to compose text.

General Education Standards	Alternate Content Standards
11.W.1.1.(Synthesis) Write text using comparison/contrast organizational patterns.	11.A.W.1.1. (Application) Compose text of at least one paragraph using comparison or contrast.
11.W.1.2. (Synthesis) Write a document analyzing how a work of literature mirrors the themes and issues of its historical period.	11.A.W.1.2. (Application) Compose a paragraph explaining how a work of literature shows the issues of its historical period.

Indicator 2: Students can apply Standard English conventions in their writing.

General Education Standards	Alternate Content Standards
11.W.2.1.(Evaluation) Edit text for the correct use of independent and subordinate clauses.	11.A.W.2.1. (Knowledge) Identify a clause.
11.W.2.2. (Evaluation) Edit for correct use of verbals and verbal phrases.	11.A.W.2.2. (Knowledge) Identify a verbal phrase.
11.W.2.3. (Evaluation) Edit for correct use of semicolons and colons.	11.A.W.2.3. (Evaluation) Use a colon for either time or a list.
11.W.2.4. (Evaluation) Edit for correct use of parentheses, dashes, hyphens, and ellipses.	NOT APPLICABLE

South Dakota Eleventh Grade Writing Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Compose text of at least two paragraphs using comparison or contrast. • Compose two or more paragraphs explaining how a work of literature shows the issues of its historical period. • Compose a sentence using a clause. • Compose a sentence using a verbal phrase. • Compose a sentence using a colon for a list.
Applying	<ul style="list-style-type: none"> • Compose text of at least one paragraph using comparison or contrast. • Compose at least one paragraph explaining how a work of literature shows the issues of its historical period. • Identify a clause. • Identify a verbal phrase. • Compose a sentence using a colon for time or a list.
Developing	<ul style="list-style-type: none"> • Compose a sentence using comparison or contrast. • Compose a sentence explaining how a work of literature shows the issues of its historical period. • Match a clause. • Match a verbal phrase. • Point to the correct use of a colon.

Introducing	<ul style="list-style-type: none"> • Attend/respond to text using comparison or contrast. • Attend/respond to an explanation of how a work of literature shows the issues of its historical period. • Attend/respond to a clause. • Attend/respond to a verbal phrase. • Attend/respond to the correct use of colons.
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Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

TWELFTH GRADE WRITING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can apply the writing process to compose text.

General Education Standards	Alternate Content Standards
12.W.1.1. (Synthesis) Generate correspondence for workplace or academic settings.	12.A.W.1.1. (Application) Compose correspondence.
12.W.1.2.(Synthesis) Write a research document which will defend a position or recommend a plan of action.	12.A.W.1.2. (Synthesis) Compose at least one paragraph which will defend a position.
12.W.1.3. (Evaluation) Revise document for ideas, organization, diction, fluency, voice, and presentation.	12.A.W.1.3. (Synthesis) Rearrange a document for ideas and organization.

Indicator 2: Students can apply Standard English conventions in their writing.

General Education Standards	Alternate Content Standards
12.W.2.1. (Evaluation) Edit a document for all conventions.	12.A.W.2.1. (Application) Edit a sentence for end punctuation and capital letters.

South Dakota Twelfth Grade Writing Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Compose correspondence to increase independent living skills. • Compose at least two paragraphs which will defend a position. • Edit a document for ideas, organization, and presentation. • Edit a paragraph for end punctuation and capital letters.
Applying	<ul style="list-style-type: none"> • Compose correspondence. • Compose at least one paragraph which will defend a position. • Rearrange a document for ideas and organization. • Edit a sentence for end punctuation and capital letters.
Developing	<ul style="list-style-type: none"> • Recognize correspondence. • Recognize text which will defend a position. • Rearrange a document for ideas or organization with assistance. • Match punctuation and capital letters in a sentence.
Introducing	<ul style="list-style-type: none"> • Attend/respond to correspondence. • Attend/respond to text which will defend a position. • Attend/respond to a document, listening for ideas, organization. • Attend/respond to a document for end punctuation and capital letters.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.

3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.